

# EFFECTIVE PRACTICES

## Professional Development

The Effective Practices section of the Missouri Department of Elementary and Secondary Education supports systemic change in educational systems through educator professional development for improved educational outcomes for all children, especially those with disabilities.

The following opportunities are available statewide as recommended practices for instructional design and delivery, decision-making, and student-focused planning. Training is developed in a manner that supports the No Child Left Behind requirement for High Quality Professional Development. All modules are associated with the State Board of Education's Call to Action, from which accreditation requirements stem, and Special Education Performance Goals and Indicators. Unless otherwise specified, these training modules are available through your Regional Professional Development Center (RPDC). For information about your RPDC, go to [www.dese.mo.gov/divteachqual/leadership/rpdc/](http://www.dese.mo.gov/divteachqual/leadership/rpdc/).



## General Education

Available through RPDCs ([www.dese.mo.gov/divteachqual/leadership/rpdc/](http://www.dese.mo.gov/divteachqual/leadership/rpdc/))

### Problem Solving General Education Interventions to Increase Achievement

As a school building intervention team, explore ways to develop interventions for any student with academic or behavioral concerns. Learn to use a four-step approach: 1) problem identification; 2) problem analysis and intervention development; 3) implementation of interventions and supports; and 4) evaluation and decision-making. Develop competencies in classroom problem solving regarding academic or behavioral problems using interviewing, direct measures of student performance, effective scientific research-based intervention methods, and gathering data to monitor student progress.

**Target Audience:** School building teams, including: Teacher Assistance, CARE, At-Risk, Child Study and Intervention

### Quality Eligibility Determination

Learn about the Quality Eligibility Determination (QED) decision-making process for special and general educators that is described in the Missouri decision-making model. If you are a team member who makes decisions regarding referral,

evaluation and eligibility, learn to apply problem-solving steps to the special education evaluation and eligibility process. Develop competencies related to clarifying referral concerns and designing an evaluation to answer specific referral questions. Evidence for decisions about eligibility for special education and related services is based on classroom data gathered from scientific, research-based general education interventions combined with individual standardized instruments.

**Target Audience:** Any personnel involved in the referral of children for special education evaluation, the special education evaluation process or the eligibility decision-making process

### Differentiated Instruction

Learn about differentiated instructional techniques (as described by Carol Ann Tomlinson) you can use to meet the needs of diverse learners, including those with disabilities, in general education classrooms. Learn about a variety of learning options addressing different readiness levels, interests and learning profiles. Differentiated Instruction is designed around key concepts that allow all students to expand their understanding and application of concepts and principles.

**Target Audience:** Any general or special education teacher, instructional leader or paraprofessional

### Differentiated Instruction (Part 2)

Learn more about implementing differentiated instruction in the classroom.

**Target Audience:** Any general or special education teacher, instructional leader or paraprofessional

### Differentiated Instruction for Career Education

Learn about differentiating instruction in career educational settings.

**Target Audience:** Any general or special education teacher, paraprofessional or vocational resource educator providing assistance or direct instruction in the areas of career or vocational education

### Curriculum-Based Measurement

Learn to use specific assessment strategies that are tied to local standards and curriculum to collect performance data to help you make instructional decisions. Curriculum-Based Measurement (CBM) is designed to give educators a quick indication of student performance that can be repeated frequently over time to measure progress. Learn about administering and scoring reading, math and written expression probes. Discover how to link CBM to a decision-making process that defines specific concerns and targets behaviors, develops a plan for improvement and intervention strategies, and monitors student progress to evaluate the success of the plan.

**Target Audience:** Any general or special education teacher or paraprofessional instructing in the areas of reading, math or written expression

### **Effective Instructional Practices**

Learn the nine categories of effective instructional practices most closely linked to improved student achievement. Discover research related to instructional strategies and examples of how the strategies might be used with specific types of knowledge.

**Target Audience:** General and special educators, staff developers, inclusion facilitators and administrators

### **Collaboration and Co-teaching**

Gain an understanding of what collaboration and consultation means, what it looks like, and how to use it effectively to enhance the services and supports for children with disabilities. Learn about co-teaching using materials developed by the Council for Exceptional Children. Discover strategies for resolving conflicts.

**Target Audience:** General and special educators, inclusion facilitators, administrators

### **Positive Behavioral Support (PBS) Institute**

Learn, as a school team, to achieve socially important behavior change for all students. The PBS Institute helps school teams build their capacity to address behavioral challenges; diminish disruptions that impede teaching and learning; create teaching and learning communities that establish and sustain positive and safe school climates; and reclaim instructional time lost to behavioral disruptions. Teams learn universal school-wide discipline systems; small-group interventions for behaviorally at-risk students; Individuals with Disabilities Education Act (IDEA) regulations; strategies for implementation and maintenance in schools and districts; and social skills and self-management instruction. School personnel are required to come as a four-member team with an administrator as a mandatory member.

**Target Audience:** Any school or building teams desiring improved student behavior and reduced disruptions to instructional time due to disciplinary or behavioral matters



# Special Education

*Available through RPDCs ([www.dese.mo.gov/divteachqual/leadership/rpdc/](http://www.dese.mo.gov/divteachqual/leadership/rpdc/)) unless otherwise specified*

### **Measurable Goals and Objectives**

Learn to develop measurable annual goals and objectives to enable K-12 students to be involved in and progress in the general curriculum or to enable preschool children to participate in age-appropriate activities that meet educational needs that result from a disability.

**Target Audience:** Special and general education teachers, administrators and other personnel involved in Individualized Education Program IEP development

*Available through RPDCs and online through MU ([www.mudirect.missouri.edu/catalog/courseinfo.asp?n=483](http://www.mudirect.missouri.edu/catalog/courseinfo.asp?n=483))*

### **K-12 Least Restrictive Environment (LRE) Decision Making**

Learn a process that will help teachers make decisions about the least restrictive environment for students with disabilities in grades K-12 to support meaningful access to the general education curriculum. Examine a variety of service-delivery models and the roles of the IEP team members in the decision-making process. This training covers both federal and state regulations within the context of research-based best practice for effective K-12 education.

**Target Audience:** Any person involved in IEP team decisions for children K-12

*Available through RPDCs; anticipate online self-study availability in 2006*

### **Early Childhood Special Education (ECSE) Services in the Least Restrictive Environment (LRE)**

Explore the service-delivery approaches that may be considered when designing service-delivery options for children in early childhood special education. Find out about community resources that are available to help build a variety of service-delivery approaches. Discuss strategies, benefits and challenges of using the consultative/itinerant model. Review the IEP process, including use of assessment information for making appropriate service-delivery and LRE decisions.

**Target Audience:** Any person involved in IEP team decisions for children in ECSE

*Available through RPDCs; anticipate online self-study availability in 2006*

### **Traumatic Brain Injury**

Participants are strongly encouraged to complete the series of three workshops in sequential order. However, the workshops may be completed independently of one another.

**Understanding Students with Traumatic Brain Injury.** Focus on the diverse characteristics of students who re-enter school after experiencing a traumatic brain injury. Topics include brain injury basics, effects of brain injury, injury to the developing brain, and differences between students with a traumatic brain injury and students with other learning needs.

### **Expanding the Assessment Paradigm for Students with Traumatic Brain Injury.**

As a member of a school-based assessment team, learn to extend the scope and shift the focus of assessment of students following a traumatic brain injury. Topics include understanding post-injury academic and behavioral performance, the gaps in traditional school-based assessment, structured reports of functional behavior and how to develop focused cognitive assessment.

### **Classroom Accommodations for Students with Brain Injury.**

Learn to address the specific educational needs of students with a traumatic brain injury. Topics include examining functional, cognitive and emotional challenges; determining and implementing appropriate accommodations; and developing transition plans.

**Target Audience:** Any person working with students with a traumatic brain injury, those who are assessing such students, and those who administer programs that include students with a traumatic brain injury

*Anticipate online self-study availability in August 2005*

### **Empowerment for Life: Teaching Self-Determination Strategies for Effective Transition**

Learn instructional strategies that promote self-determination skills for students with disabilities. This training will provide resources for infusing self-determination concepts into existing curricula and for involving students in their IEP meetings.

**Target Audience:** General and special education teachers, counselors, transition coordinators, special education administrators and school-to-work coordinators



## **First Steps**

*For information about availability, visit: [www.dese.mo.gov/divspced/FirstSteps/moduletraining.html](http://www.dese.mo.gov/divspced/FirstSteps/moduletraining.html)*

### **First Steps Orientation**

Learn to be an early intervention provider who works with infants and toddlers in First Steps, Missouri's early intervention program. Focus on the legal components and philosophy of early intervention services as defined by Part C of the Individuals with Disabilities Education Act (IDEA). This training is required for enrollment with the First Steps Central Finance Office (CFO), which manages authorizations for services and payment for services authorized and rendered.

**Target Audience:** Parents, First Steps Service Coordinators and providers

### **First Steps Evaluation and Assessment**

Learn about the role of providers in the evaluation and assessment of infants and toddlers referred for possible early intervention services through First Steps, Missouri's Part C program. This training is required for specific provider types within six months of enrollment with the CFO.

**Target Audience:** Parents, First Steps Service Coordinators and providers

### **First Steps Individualized Family Service Plan (IFSP) in the Natural Environment**

Learn to write a compliant and quality IFSP that provides services within the family's typical routines and natural environment. This training is required for specific provider types within six months of enrollment with the CFO.

**Target Audience:** Parents, First Steps Services Coordinators and providers

### **First Steps Transition (C to B Transition)**

Focus on the role different providers and individuals play as toddlers with disabilities transition within Part C early intervention services and out of First Steps into early childhood special education services (ECSE) or community resources. When offered online, First Steps providers will cover all types of transition, and ECSE and other agency personnel will study material related only to transition out of First Steps and into ECSE or community resources. This training is required for specific First Steps provider types within six months of enrollment with the CFO.

**Target Audience:** Parents, First Steps Service Coordinators and providers, ECSE staff and administrators and other community resource providers

### **First Steps Service Coordinator Training**

Learn specific skills and competencies to be a Service Coordinator in Missouri's early intervention program.

**Target Audience:** Any individuals who want to be First Steps Service Coordinators



## **Autism**

*Available through RPDCs ([www.dese.mo.gov/divteachqual/leadership/rpdc/](http://www.dese.mo.gov/divteachqual/leadership/rpdc/)) and Project ACCESS ([www.smsu.edu/access/](http://www.smsu.edu/access/)) unless otherwise specified*

### **Introduction to Autism**

As educators or parents, learn about autism as an educational disorder. Learn essential methods for assessing behaviors and basic strategies for developing programs. Topics covered include definitions of autism and eligibility criteria for special education and related services; descriptions of sensorimotor integration, communication, and social and relatedness issues; assessing behaviors for their messages; learning the social stories teaching strategy; structuring and scheduling in the classroom; and studying the essential features of effective programming for students with autism.

**Target Audience:** Any educator or school staff member working with students with autism, parents and administrators

### **Early Identification of Young Children with Autism Spectrum Disorders**

Discover key components to consider when deciding if a child needs further evaluation for autism. Learn about referral to First Steps or Early Childhood Special Education services.

**Target Audience:** Anyone working with infants and toddlers who might make a referral for consideration for special services including early intervention providers, Services Coordinators, childcare providers and Parent Educators



## Early Intervention for Young Children with Autism

Learn about the early identification and assessment of young children with autism. Discover the key components for designing and implementing effective programs for these children.

**Target Audience:** Any educator or school staff member working with students with autism age 3 to 5, parents and administrators

## Functional Communication Training: Supporting Communication in Verbal and Nonverbal Individuals with Interfering Behaviors

Learn to work with students with autism on their communication skills. Focus on functional communication rather than discrete speech or language skills.

**Target Audience:** Special education teachers and administrators, paraprofessionals and speech language pathologists

*Available through Project ACCESS ([www.smsu.edu/access](http://www.smsu.edu/access)); check your RPDC for availability in March 2005*

## Services for Very Young Children (Toddlers) with Autism Spectrum Disorders

Learn behaviors that may be observed in young children who might need further evaluation for autism spectrum disorders. Receive guidelines on how to generalize skills learned in clinical or educational settings to the home environment. Learn considerations for evaluating therapies for children with autism.

**Target Audience:** Anyone working with infants and toddlers including early intervention providers, Services Coordinators, childcare providers and Parent Educators

*Check your RPDC for availability in May 2005*

## Working with Students with Autism in the Schools

Explore educational strategies and environmental and curricular modifications for serving school-aged students with autism. Topics include specific ways to analyze and alter the environment; analyzing behavioral data

to determine appropriate interventions; developing effective programs through IEP writing; creating a system for organizing educational strategies; teaching new skills and behaviors to students; and working in collaborative teams to achieve the most success. Discover information about behavior and reinforcement, social skills training, augmentative and alternative communication, and functional communication training. You are strongly encouraged to take the Introduction to Autism training before attending this workshop.

**Target Audience:** Any educator or school staff member working with school-aged students with autism, parents and administrators

## Essential Features of Effective Programs for Students with Autism

Administrators in both general and special education, learn the components to help you and your staff create appropriate and effective programs for students with disabilities.

**Target Audience:** General and special education administrators and counselors

*Available through Project ACCESS ([www.smsu.edu/access](http://www.smsu.edu/access)); check your RPDC for availability in July 2005*

## For the Regular Teacher: Including the Very Special Child

As a general education teacher, learn to work with students with autism in the classroom. Taking this workshop is equivalent to attending the Introduction to Autism training and prepares you for the Working with Students with Autism in the Schools workshop.

**Target Audience:** General education teachers and their supervisors, special education teachers and administrators

*Available through Project ACCESS ([www.smsu.edu/access](http://www.smsu.edu/access)); check your RPDC for availability in June 2005*

## Sensorimotor Integration and the Student with Autism

Learn about sensorimotor issues frequently experienced by children with autism. Discuss different types of sensorimotor needs and strategies to mitigate the effects of those needs.

**Target Audience:** Special education teachers and administrators, paraprofessionals and physical and occupational therapists

*Available through Project ACCESS ([www.smsu.edu/access](http://www.smsu.edu/access)); check your RPDC for availability in May 2005*

## Discrete Trial Training for Young Children with Autism

Learn about Applied Behavioral Analysis (ABA), and determine how to use and implement DTT (a strategy used within the umbrella philosophy of ABA) in an application of the ABA methodology.

**Target Audience:** Any special education teacher, administrator, paraprofessional or other related services provider working with students who receive services using the ABA methodology

*Available through Project ACCESS ([www.smsu.edu/access](http://www.smsu.edu/access)); check your RPDC for availability in June 2005*



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[www.dese.mo.gov/divspeced/EffectivePractices/index.html](http://www.dese.mo.gov/divspeced/EffectivePractices/index.html)

